

**NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION  
PROGRAM APPROVAL VISITATION  
CASE STUDY COMPLIANCE REVIEW**

**SAU #67  
SUMMARY REPORT**

**BOW SCHOOL DISTRICT**

**Kathleen Holt, Superintendent of Schools  
Daniel J. Ferreira, Director of Special Education**

**Nancy Brogden, Ph.D. Chairperson, Visiting Team  
Education Consultant, SERESC**

**Visit Conducted on January 11-12, 2006  
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## I. TEAM MEMBERS

### Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Nancy Brogden	Education Consultant, SERESC
Helene Anzalone	Special Educator
Jessica Brungot	Director of Exceptional Services
Tim Carson	Behavior Specialist
Patricia Kenneally	Special Educator
Theresa Laflamme	Special Educator/Case Manager
Kathie Merrriam	Special Educator/Case Manager
Patricia Serrano	Preschool Teacher/Case Manager
Marie Wolfe	Special Education Director
Nancy D'Agostino	Preschool Education Consultant, SERESC
Barbara Cohen	NHDOE Consultant

### Building Level Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Pat Manning	Developmental Delay Specialist	Meredith Bell	LD Specialist, K/1
Stephanie Sweeney	Speech Language Pathologist	Amy Hooper	Speech Language Pathologist
Marti Lawton	Sped Teacher, 4 <sup>th</sup> Grade	Amanda Winch	Occupational Therapist
Julie Charron	Sped Teacher, 2 <sup>nd</sup> Grade	Pauline Laliberte	School Social Worker
Lee Ann Michelin	Preschool Teacher and SLP	Julie Gaudette	Sped Teacher, Grade 3
Gayle Gardner	Sped Teacher	Sue Johnson	Speech Language Pathologist
Donna Ireland	School Nurse	Susan Rainer	Classroom Teacher
Emily Korrell	Classroom Teacher	Sean Costello	Classroom Teacher
Betsy Ciocci	LD Specialist	Adeana Soper	LD Specialist
Karin Obolewicz	LD Specialist	Bob Stanley	Guidance
Linda Vincent	Guidance	Tamra Williams	School Psychologist
Joan Hopf	Reading Specialist	Margaret Brown	Sped Teacher/Case Mgr.
Susan Moltisanti	Parent	Janice Brunelle	Sped Teacher/Case Mgr.
Brenda Mitchell	IST 2 Teacher	Helene Begley	Reading Specialist
Kristin Frost	Ind. Student Assistant	Carol Ward	Horticulture Teacher
Tracy Berube	BEST Teacher	John Farese	Guidance
Suzanne Nichols	Voc. Rehab Counselor	Rick Hedrick	Art Teacher, Jewelry
Cheryl Joseph	Sped Teacher, Math	Mary Ann Gaschnig	School to Career Coordinator
Arwen Temple	Community Bridges, Family Support Liaison		

## II. INTRODUCTION

SAU #67 is a single town school district comprised of three schools. Bow Elementary School houses grades preschool through four, a total of 548 students. The preschool program, located across the hall from the kindergarten room, has its own entrance and playground area. Bow Memorial Middle School, with 608 fifth through eighth grade students, is a separate building, but on the same “campus” as the elementary building. Bow High School, a fairly new spacious building, is comprised of grades nine through twelve, a total of 642 students. Of the 1798 students in the Bow School District, 165 students are identified as having disabilities that require special educational programming. This is a relatively small percentage (9%), compared to state and federal statistics. There are no court involved students who fall under the James O Consent Decree and very few out of district placed students. Special education staff work hard to bring students back to less restrictive programs as soon as appropriate.

The Bow School District has developed a philosophy which “is committed to providing an academically challenging education. A fundamental core of written and oral communication, reading and mathematics forms the basis upon which all other disciplines are taught. We strive to challenge students to attain their full potential across the curriculum. Academic learning requires a supportive environment. We seek to create an atmosphere which encourages the students’ physical, emotional, and social development. These aspects of human life complement intellectual growth. We believe that our community is best served when our students possess the competencies they need to lead satisfying lives as lifelong learners and productive citizens. It is the goal of the Bow School District to prepare our students for high levels of achievement in a diverse, technological, and rapidly changing world.”

The visiting team was impressed with the many excellent opportunities, both curricular and extra curricular, for students with disabilities in the Bow School District. Many of these will be described below.

<b>NAME OF DISTRICT: SAU 67 BOW SCHOOL DISTRICT</b>			
<b>DISTRICT ENROLLMENT DATA</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Total Student Enrollment (ages 6-21) (as of Oct 1)	1,705	1,704	1,798
Expenditure Per Pupil	\$8,224.51	\$8,941.27	
Cumulative Drop-Out % (grades 9-12) <b>students with disabilities</b>	.00645%	.0088%	
Cumulative Drop-Out % (grades 9-12) <b>non-disabled students</b>	0%	0%	0%
Free/Reduced Lunch %	1%	1%	2%
Title I %	0%	0%	0%
LEP %			.0047%
<b>SPECIAL EDUCATION PROGRAM DATA</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
# of Identified Students Ages 3-5 (as of Oct. 1)	10	8	15
# of Identified Students Ages 6-21 (as of Oct. 1)	135	154	165
% Identified Ages 6-21 (as of Oct. 1)	7.92	9.04	9.76
# Out of District	13	15	16
% Out of District	.0076	.0088	.0094%
# of Students Out of Compliance (as of Oct. 1)			129 Oct. 1 69 Dec. 1 per spedis report
Special Programs Total Expenditure	2,255,021.00	2,610,049.05	
Average Caseload (as of Oct. 1)	10.74	11.17	11.04
# Identified Students Suspended One Or More Times		4	
# of students with disabilities who are being provided home instruction (as of Dec.1)		0	0
# of students with disabilities who have been placed on a “shortened school day” (as of Dec. 1)		0	1

<b>Special Education Staffing: (report in FTEs)</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
# of Special Educators			16.3
# of Related Service Providers			11.05
# of Paraprofessionals			44.08

### III. PURPOSE AND DESIGN OF THE CASE STUDY COMPLIANCE REVIEW PROCESS

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to SAU #67 on January 11-12, 2006 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the schools in the Bow School District.

The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits using a case study model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within school districts and private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

- Access to the General Curriculum
- Transition
- Behavior Strategies and Discipline

Activities related to this NHDOE Case Study Compliance Visit included the review of:

- ♦ All application materials submitted by the SAU
- ♦ Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- ♦ Personnel credentials for special education staff (verified by NHDOE)
- ♦ Program descriptions and SPEDIS verification reports
- ♦ All data collected during the visit

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population throughout the school district.

Evidence of the work conducted in-district and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the report that follows, outline identified areas of strength and areas needing improvement for each school reviewed.

Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU #67. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

#### **IV. STATUS OF PREVIOUS NHDOE SPECIAL EDUCATION PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS**

Based on review of the February 21-22, 2001 NHDOE Special Education Program Approval Visit Report, the patterns listed below were identified as needing improvement. A return corrective action visit was conducted by the New Hampshire Department of Education on June 19, 2002. The visit was made to review the status of the corrective actions outlined in the corrective action plan dated April 3, 2002 as required by the February, 2001 visit. In addition, on November 21, 2002 the NHDOE conducted a follow up visit to Bow High School to review the curriculum and transition activities of the then-called "Life Skills" program. At the time of the original compliance visit, the Life Skills curriculum was not completed, there were questions about the transition activities in the program and there was a citation for this. Listed below are areas in need of improvement outlined in the NHDOE Case Study Compliance Review 2001 report, as well as the status determined at the follow up visit in June 2002 and the visit in November 2002 to the high school program.

##### **BOW ELEMENTARY SCHOOL**

**Ed 1109.01** Changes were needed in IEP format to include days of program and evidence of LEA representatives at meetings.

**Status 2002:** Met

**Status 2005:** Met

##### **BOW MEMORIAL MIDDLE SCHOOL**

**Ed 1119.06** Special Education staff have inadequate space to provide direct service in a confidential setting.

**Status 2002:** Met

**Status 2005:** Met Although three new classrooms were added to the middle school in 2002, the space is still inadequate. See statement under Issues of Significance, page 12.

##### **BOW HIGH SCHOOL**

**Ed 1109.01** Information was missing on IEPs, such as signatures, frequency and location of services.

**Status 2002:** Met

**Status 2005:** Met

**300.345 (a) (3) (ii)** File lacked evidence that student was invited to the meeting.

**Status 2002:** Met

**Status 2005:** Met- It is evident that all high school students are actively involved in developing and addressing their IEP goals, as well as attending meetings.

**Ed 1119.03** Curriculum and activities of the Life Skills Program need to be improved and clarified.

**Status Nov. 2002:** Met

**Status 2005:** Met- The now called "LINKS" program has a complete curriculum. (The program name change was part of the Nov. 2002 visit.) Students are receiving vocational programming, outside agencies are fully involved, and general education teachers are modifying program for students with disabilities.

##### **OUT-OF-DISTRICT**

**Ed 1111.01** No evidence that extended year programming was addressed for one student.

**Status 2002:** Met

**Status 2005:** Met

## V. JANUARY 11-12, 2006 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In SAU #67, the NHDOE worked with staff and administration in the selection of case studies to ensure that there was a representative sampling of data collected from the various programs and schools located within the school district. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and types of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

Presentations, observations, parent and student interviews were conducted to collect information on students at each school. One preschool child, three elementary students, two students at the middle school and two high school students (including one from the LINKS program) were reviewed. The visiting team worked collaboratively with the building teams to review all aspects of the program and to make recommendations and suggestions for improvement.

### PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the SAU/school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the January 11-12, 2006 Case Study Compliance Review in SAU #67.

Based on the evidence presented in the charts below, parents in the Bow School District are completely satisfied with the education programs for their students with disabilities. With a very high rate of returned surveys, parents confirmed that their children were accessing the general curriculum, had opportunities to interact with non-disabled peers and felt safe and supported in school. They appear to be satisfied with the transition services, and for students with behavioral issues parents seem pleased with the behavioral supports provided. Almost overwhelmingly, parents felt they fully participate in educational decisions regarding their child. Parents who were interviewed as part of the program visit expressed their happiness with the school programs, teachers, and their participation in planning for their child.

<b>SAU: 67 BOW PRE-SCHOOL</b>		
Total number of surveys sent: <b>15</b>	Total # of completed surveys received: <b>3</b>	Percent of response: <b>20%</b>

**Scale 3 = Completely 2 = Partially 1 = Not at all**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	2	1		
My child has opportunities to interact with non-disabled peers on a regular basis.	3			
I am adequately informed about my child's progress.	3			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	3			

My child feels safe and secure in school and welcomed by staff and students.	3			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	2		1	
I am satisfied with the progress my child is making toward his/her IEP goals.	3			
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	2			1
All of the people who are important to my child's transition were part of the planning.	2			1
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		<b>YES 2</b>		<b>NO 1</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	2			1
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	2			1
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	3			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	3			

<b>SAU: 67 BOW ELEMENTARY SCHOOL</b>		
Total number of surveys sent: <b>65</b>	Total # of completed surveys received: <b>22</b>	Percent of response: <b>33.8%</b>

**Scale 3 = Completely 2 = Partially 1 = Not at all**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	19	3		
My child has opportunities to interact with non-disabled peers on a regular basis.	22			
I am adequately informed about my child's progress.	18	4		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	17	4		2
My child feels safe and secure in school and welcomed by staff and students.	22			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	22			
I am satisfied with the progress my child is making toward his/her IEP goals.	20	2		
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	18	1		3
All of the people who are important to my child's transition were part of the planning.	19	1		2
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		<b>YES 8</b>		<b>NO 12</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	8			13
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	7	1		13
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	21	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	22			

<b>SAU: 67-BOW MEMORIAL (MIDDLE) SCHOOL</b>		
Total number of surveys sent: <b>49</b>	Total # of completed surveys received: <b>15</b>	Percent of response: <b>30.6%</b>

**Scale 3 = Completely 2 = Partially 1 = Not at all**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	12	2		1
My child has opportunities to interact with non-disabled peers on a regular basis.	14			1
I am adequately informed about my child's progress.	9	6		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	11	1	1	2
My child feels safe and secure in school and welcomed by staff and students.	11	3		1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	13	2		
I am satisfied with the progress my child is making toward his/her IEP goals.	11	4		
<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	9	4		2
All of the people who are important to my child's transition were part of the planning.	11	1		3
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	<b>YES 8</b>			<b>NO 5</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	9	1		5
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	9	1		5
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	14			1
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	14			1

<b>SAU: 67 – BOW HIGH SCHOOL</b>		
Total number of surveys sent: <b>41</b>	Total # of completed surveys received: <b>11</b>	Percent of response: <b>26.8%</b>

**Scale 3 = Completely 2 = Partially 1 = Not at all**

<b>ACCESS TO THE GENERAL CURRICULUM:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No Answer</b>
I am satisfied with my child's program and the supports that he/she receives.	7	4		
My child has opportunities to interact with non-disabled peers on a regular basis.	9	1		1
I am adequately informed about my child's progress.	10	1		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	7	1		3
My child feels safe and secure in school and welcomed by staff and students.	8	2		1
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	11			
I am satisfied with the progress my child is making toward his/her IEP goals.	7	3	1	
<b>FOR PARENTS OF HIGH SCHOOL STUDENTS:</b>				
My child earns credits toward a regular high school diploma in all of his/her classes.	8			3

<b>TRANSITION:</b>				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	8	2		1
All of the people who are important to my child's transition were part of the planning.	8	1		2
<b>FOR PARENTS OF STUDENTS AGE 16 OR OLDER:</b>	5	1		5
I am satisfied with the written secondary transition plan that is in my child's IEP.				
<b>BEHAVIOR STRATEGIES AND DISCIPLINE:</b>				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>		<b>YES</b>		<b>NO</b>
		<b>4</b>		<b>5</b>
I have been involved in the development of behavior interventions, strategies and supports for my child.	5			6
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	4	2		5
<b>OTHER:</b>				
I fully participate in special education decisions regarding my child.	9			2
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	9			2

**SUMMARY OF FINDINGS FROM THE THREE FOCUS AREAS OF THE  
CASE STUDY COMPLIANCE REVIEW**

**Access To The General Curriculum**

**Implementation of IEPs**

**Provision of Non-Academic Services**

**Full Access to the District's Curriculum**

**Equal Education Opportunity**

It was obvious to the visiting team that students in the Bow School District have full access to the curriculum and equal educational opportunities, and that the district is strongly committed to providing special education supports and services to students in the least restrictive settings. There are many program opportunities, both curricular and extra-curricular, for all students, with or without disabilities. The staff is dedicated to providing services to meet the student's individual needs, as evidenced by the many services offered. An example of this is the fact that several students have program needs that require more than the regular school year. These students need year round programs and, although it's difficult to schedule educational programs and staff during vacation times, the district has made a commitment to do this. In addition, special educators work collaboratively with general education staff to plan effective lessons and activities for students. An example of this is the special educator who teaches the "LIPS" (language) program to all students in the kindergarten classroom. Many extra-curricular activities are provided in Bow, including the middle and high school "PALS" and "Snack n' Study" programs, which are for both disabled and non-disabled children to have opportunities to learn social skills. The district provides its own preschool program, which includes all of the related services as well as educational activities appropriate for preschool age children. When the program started it included reverse mainstreaming, that is, half of the students were children without disabilities. Unfortunately, this year there were too many preschool children with disabilities; so only two typical children are included. There is a suggestion about this below.

The district's IEP format includes all the latest requirements of IDEA 2004 and IEPs are being fully implemented with the schools. Full inclusion was clearly evident to the visiting team members who spent time within each building.

**Transition**

**Transition Planning Process: Provision of FAPE, Transition Services**

Transition planning and services take place for students in the Bow School District. General and special educators, parents, administration and, if appropriate, outside agencies work together to ensure that students move successfully from preschool to kindergarten, from grade to grade, from school to school and to the world of work. Especially helpful in

transition planning is to have a case manager at every grade level (except K-1) who works with the next grade or school team to assure a good transition. Planning is intentional and occurs on a scheduled and regular basis between general and special educators and between professionals, paraprofessionals and parents. The school social worker, psychologist and guidance people are important to the process, as they guide students from one level to another, involving parents as well. According to the visiting team, parent interviews and staff, high school students are always involved in their teams. Transition planning for students at the high school is much like a “wrap around” team, with school staff, outside agency representatives, parents and sometimes other members of families.

### **Behavior Strategies and Discipline**

Behavior planning and strategies are in place for the students of SAU #67. While there is no formal discipline program in the Bow School District, each school has its own code of conduct, and expectations for behavior are understood by students and staff. Staff is quick to deal with any behavior issues as soon as they emerge and there are many preventative measures in place. Also, whenever necessary the district hires outside behavioral consultants to assist. As a result, there is no need for alternative behavior programs. Those children with emotional/behavioral issues have behavior plans that are monitored by the child’s team. As a result of the Case Study Compliance Review, there were no citations of non-compliance identified in the area of Behavior Strategies and Discipline.

### **COMMENDATIONS**

- The SAU #67 administration and staff are commended for their professionalism, dedication and for their creative approach to identifying and providing individualized supports to all students within the district.
- The staffing patterns in the Bow School District are effective in providing the supports necessary to maintain a successful inclusion model at each school. The assignment of a case manager at each grade level (except one) helps to ensure consistency in communication, collaboration and instruction.
- The district’s special education director provides strong leadership and support to the special education programs.
- The school board and parents within the Bow community are supportive partners with the school system. Parents expressed strong support for the programming offered to students at each level.
- It is obvious that the district will support the individual program needs of a student, even if it means making some schedule changes for extended year programs.
- Members of transition teams at each level are to be commended for their ability to guide the transition process successfully through each child’s years in the district. The school social worker, psychologist, guidance staff and all teachers have collaborated to provide an excellent service to students, including parents and outside agencies in the process.
- The school district has supported the role of a school social worker, who works with families, children and staff. The consistency of this person with families and students is helpful. A parent can have one consistent person from preschool all the way to high school, which is remarkable.
- The general education teachers collaborate with special educators to individualize for students. The visiting team was impressed with how much general educators were involved in students’ teams. They are using many creative strategies to work with all students, such as using rubrics for grading.

## ISSUES OF SIGNIFICANCE

Issues of significance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment. Other examples might be concerns related to inadequate facilities, ineffective communication systems within the educational community, leadership, shared mission, vision and goals, deficiencies in policies and procedures, staff recruitment and retention, professional development or other important factors related to the learning organization.

During the visit to SAU #67, it quickly became apparent that only one issue of significance continues to need attention. SAU #67 needs to address the crowded facilities and space constraints for the provision of special education. Although three new classrooms were added to the middle school in 2002, it was clear to the visiting team during the January 2006 visit that available space for the provision of special education services is significantly compromised and still inadequate. While it was noted that attempts have been made to temporarily address the space issue by providing special education staff with small instructional areas with doors, and that special education services are no longer being provided in the hallways, space for special education testing and provision of related services is sparse. A warrant article to be presented to the voters in March 2006 attempts to address this situation by dividing a large technical education center into smaller spaces to be used for testing and related services. A second warrant article will make renovations to the existing space of the elementary school, providing better space for special education activities. However, if either of these warrant articles does not pass, the district will need to consider other strategies to make space more appropriate for the provision of special education services. While the visiting team did not consider this a citation of noncompliance, significant concern was raised regarding the limited space that is available for the implementation of individual education plans.

Despite the facility challenges and space constraints, the SAU has worked hard to develop very positive learning experiences and results oriented educational environments for all students, preschool through Grade 12.

### CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE JANUARY 11-12, 2006 CASE STUDY COMPLIANCE REVIEW

Citations of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. Citations of non-compliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit. **It is important to note that all citations of non-compliance that are included in this section of the report will need to be addressed in a corrective action plan.**

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each citation listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.

**1. ED 1109.01 (a) Elements of An Individualized Education Program (IEP)**

Several of the IEPs reviewed during the Case Study Compliance Review lacked measurable goals.

**2. Ed 1107.01- CFR300.534- Evaluation team composition - Certified teacher in area of suspected disability**

The evaluation team of an out of district student did not have a teacher of suspected disability on the team.

**3. Ed 1107.04 (d) The Evaluation process shall be completed within 45 days.**

Several of the case studies reviewed did not have evaluations completed within the 45-day timeframe.

**4. CFR 300.345 (a) (3) (ii) Student, at age 16, shall be invited to attend IEP meeting**

In one of the cases reviewed, it was not documented that the student (age 17) had been invited to attend his meeting.

## SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pp.14-41.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (\*) before it, and it is also listed above with the citations of noncompliance.

Due to the fact that there were relatively few areas identified as needing improvement, the visiting team could offer very few suggestions. The suggestions provided below are those that SAU #67 may want to consider as they look ahead to the future.

- Space/Facilities - Continue to look for creative ways to provide more appropriate instructional space. If the two warrant articles pass, that will be a step in the right direction for addressing immediate space constraints. Crowded conditions, and limited instructional space, were mentioned by the visiting team, in some way, at each of the buildings. In addition, it was noted by the visiting team that available office space for the Special Education Director's Assistant could be improved. The current office does not allow for the ability to work on the computer or make telephone calls in a confidential manner.
- Preschool - The preschool program is an excellent one, providing many services to students with educational disabilities. However, the young children enrolled currently have little opportunity for interaction with typically developing peers, as there are only two non-disabled students enrolled. It is strongly recommended that the SAU consider having two preschool sessions in order to ensure that students with disabilities have the opportunity to learn with their non-disabled peers.
- Support for special educators and related service providers - There is no clerical help for special education staff at the building level. Some clerical help would allow staff to direct their skills to providing direct services to children and implementing IEPs, rather than performing clerical tasks. Although there are 16.4 special educators in the district, it is important to note that, in addition to provision of special education, it is also expected that these staff members oversee 504 plans and work with at risk students who may need remedial assistance. For example, one special educator can be responsible for contact with up to 57 students a week, only 10 of whom are identified as students with disabilities. Along with this large caseload comes a significant amount of required paperwork, which takes time away from provision of services and instruction to students.
- Administrative responsibilities - The Director of Special Education has many roles and responsibilities. Currently the position requires coordination/supervision of the special education staff in all buildings, and oversight (with staff) of all IEPs, 504 plans, court involved and out of district placements. In addition, the position requires writing grants, interacting with parents, serving as the LEA representative and completing all required paperwork for the NHDOE. Because the position requires so many duties, the district may want to take a critical look at the director's list of roles and responsibilities and begin to explore ways in which there can be a shifting or sharing of some of his duties, such as providing additional administrative staff at the building level to support coordination of special education, related services and 504 plans.
- High School Offerings - The high school staff may want to look at the continuum of services provided for students with disabilities. Mentioned by visiting team members and administrators was the need to provide course offerings for students who need small group instruction in order to make progress. If there were additional course offerings and smaller class sizes, IEP teams might be able to recommend the return of some students currently placed out of district. It was also noted by the visiting team that there is a need for the high school to explore possible options for remediation in reading and math, which might begin to address the significant achievement gap that exists between disabled and non-disabled students at the high school level. As noted in the demographic information provided by SAU #67, it is significant to note that students with disabilities score significantly lower than their non-disabled peers on state assessments. While the state assessments are only one measure of student performance, it is important that the high school begin to look further at this issue.

## VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 67	School: BOW ELEMENTARY - PRESCHOOL	Date: January 11, 2006
Programs: Preschool		Number of Cases Reviewed: 1
Recorder/Summarizer: Patricia Serrano		

Collaborative Team Members:

Name: Amanda Winch	<u>Building Level</u> or Visiting
Name: Meredith Bell	<u>Building Level</u> or Visiting
Name: Stephanie Sweeney	<u>Building Level</u> or Visiting
Name: Patricia Serrano	Building Level or <u>Visiting</u>
Name: Lee Ann Michelin	<u>Building Level</u> or Visiting
Name: Nancy D'Agostino	Building Level or <u>Visiting</u>

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

## SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>							
<b>Ed. 1109.01 Elements of an IEP</b> <span style="float: right;"><b>CFR 300.347</b></span> <b>Ed. 1109.05, Implementation of IEP</b> <b>Ed. 1115.07, Provision of Non-Academic Services</b> <span style="float: right;"><b>CFR 300.306</b></span> <b>Ed. 1119.03, Full Access to District's Curricula</b> <span style="float: right;"><b>CFR 300.24, CFR 300.347</b></span> <b>Ed. 1119.08, Diplomas</b> <b>CFR 300.347(a) (1) (i)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.347 (a) (1) (iii)</b> "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Is there a written general education curriculum in place for preschoolers?					1		
Does the curriculum incorporate social/emotional skills?					1		
Has this student made progress in social/emotional skills?					1		
Does the curriculum incorporate early language/communication skills?					1		
Has this student made progress in early language/communication skills?					1		
Does the curriculum incorporate pre-reading skills?					1		
Has this student made progress in pre-reading skills?					1		
Does this student have access to appropriate preschool activities?					1		
Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?						1	
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to</b> (check all that apply):							1
Extension in Place	<del>Lack of Qualified Personnel</del> Psychologist Other	Educator Related Services	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other	
					YES	NO	N/A
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?					1		
Was an IEP fully developed and signed by the student's third birthday?					1		
Are this student's IEP goals written in measurable terms?						1	

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Preschool students have access to a general education curriculum.</li> <li>2. The preschool curriculum is effective and developmentally appropriate.</li> <li>3. The preschool team developed the curriculum using a variety of resources to meet the needs of the wide range of abilities in the program. The Creative Curriculum is the foundation of the SAU#67 Preschool Program. The Handwriting Without Tears Program supports fine motor programming, as well as students in need of occupational therapy.</li> <li>4. The preschool coordinator was a member of the NHDOE Cornerstone Project curriculum writing committee.</li> <li>5. The preschool plans to adopt the statewide preschool curriculum that is in process of being finalized.</li> <li>6. The preschoolers have access to the gym for gross motor activities, as well as to the school library.</li> <li>7. The preschoolers are invited to school assemblies if appropriate for them.</li> <li>8. Students have the option to attend community-based programming, depending on parent input and team decisions.</li> <li>9. The district provides speech only services for preschoolers not attending the district program, when appropriate.</li> <li>10. The occupational therapist and physical therapist collaborate in the implementation of services and are accessible to parents and staff for consultation.</li> <li>11. Related services, such as OT and Speech, are integrated into the program.</li> </ol>	<ol style="list-style-type: none"> <li>1. * IEPs for preschoolers with disabilities need to have measurable annual goals.</li> <li>2. Due to space limitations, the occupational therapist uses a portion of the preschool room for provision of services. While this allows for teachable moments for the preschool students, it limits the number of children that can be enrolled in the program.</li> <li>3. Space is a concern in the preschool program. It is strongly suggested that the SAU consider seeking alternative ways/schedules for the provision of speech and occupational therapy services that are provided in the preschool setting, after the morning session is completed. This would enable the preschool program to expand and allow for a more inclusionary model and enrollment of more typically developing peers.</li> <li>4. In order for the SAU to consider program expansion for the preschool, and the inclusion of typical peers, it is strongly suggested that the district look at the current role of the preschool coordinator and whether the position should be expanded.</li> </ol>

\* This is a citation of noncompliance

## SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<b>TRANSITION STATEMENTS</b>					
<b>Ed .1102.53, Transition Services</b> <span style="float: right;"><b>CFR 300.29</b></span> <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b> <span style="float: right;"><b>CFR 300.347 (b) (1) (2)</b></span> <b>Ed. 1109.03, IEP Team</b> <span style="float: right;"><b>CFR 300.344 (b) (1)</b></span> This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				<b>YES</b>	<b>NO</b>
Transition planning from ESS to preschool takes place.				1	
Transition planning from preschool to kindergarten or 1 <sup>st</sup> grade takes place.				1	
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. <b>If not, was it due to:</b> (check all that apply)					1
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period <i>Referral made in spring / home visit made/ referral meeting set for fall – 1 month before birthday</i>		
Student Not Referred Prior To 90 Days	Parent / School Communication Breakdown		Other		
				<b>YES</b>	<b>NO</b>
Team around transition includes parents.				1	
Team around transition includes appropriate agencies.				1	
Services agreed on in the IEP began by the time specified in the IEP.				1	
Early Supports and Services provided the school or district with initial information prior to 90 days.				1	
Early Supports and Services evaluation information was shared with the school or district.				1	

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The location of the preschool program in the kindergarten wing is ideal for transitions to kindergarten.</li> <li>2. The preschool incorporates visits, orientations, parent training and screenings in their transitions.</li> <li>3. The district works hard to ensure that the same professional provides related services such as OT and PT for both preschool and kindergarten. This allows for smoother transitions and consistency in programming.</li> <li>4. A meeting is held prior to the school year to review the contents of the IEP.</li> <li>5. A formal process for transitions is in place.</li> <li>6. The therapists go to the kindergarten rooms prior to the start of the school year to set up any supportive equipment / materials that will be needed for preschools transitioning to kindergarten.</li> <li>7. The preschool children start about a week later than the elementary students children, allowing the preschool team to assist preschoolers/staff in the transition to kindergarten as necessary.</li> <li>8. The preschool team makes home visits prior to a child with disabilities enrolling in the program.</li> <li>9. A predictable / structured schedule assists students to transition smoothly.</li> <li>10. There is good communication with Early Support and Services both on a formal and informal basis.</li> <li>11. The availability of a social worker allows for work with Community Bridges, Partners in Health, and parents. This increases the success of the transition process. The social worker has a strong knowledge of organizations such as NH Family Voices, Department of Special Medical Services and DCYF, and helps families access all available resources and support services.</li> <li>12. Some parents of preschoolers currently enrolled have been trained to work in the kindergarten on the Letterbusters Program. This provides them with an understanding of what their child's program will be in kindergarten.</li> <li>13. When preschoolers move to kindergarten a buddy from their current program is placed in the same class.</li> <li>14. There is training in the evening for parents on readiness and reading/literacy.</li> <li>15. The occupational therapist meets with teachers at the end of the school year to review IEP goals.</li> </ol>	<p>Although the SAU works closely with Early Supports and Services on transitioning children with disabilities into the program, it is recommended they develop a more formal arrangement with the agency to insure transition planning conferences happen at least 90 days prior to the child's birthday.</p>

## SUMMARIZE YOUR BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>			
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>			
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>			
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>			
Data are used to determine impact of student behavior on his/her learning.		1		
Has this student ever been suspended from school?			1	
If yes, for how many days?				
A functional behavior assessment has been conducted.				1
IEP team has addressed behaviors that are impacting student learning.		1		
A behavior intervention plan has been written to address behaviors.				1
All individuals working with the student have been involved in developing behavior intervention strategies.		1		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.				1
Results of behavior intervention strategies are evaluated and monitored.		1		
<b>Strengths</b>	<b>Suggestions for Improvement</b>			
<ol style="list-style-type: none"> <li>1. The accessibility of the occupational therapist, physical therapist, speech pathologist and teacher creates more opportunities for direct teaching and prevents frustration.</li> <li>2. Sensory needs are met and behavior issues decrease as a result.</li> <li>3. 1, 2, 3 Magic training is available through the School Social Worker. These trainings have been made available evenings, individually, to staff and parents. The Social Worker works around the schedules of parents to provide the training.</li> <li>4. Behavior plans are individualized, as necessary.</li> <li>5. The team has access to a behavior specialist through a contracted service. The school psychologist observes students and suggests interventions to the team.</li> <li>6. The expertise and experience of the preschool staff is strong.</li> </ol>	<ol style="list-style-type: none"> <li>1. It is recommended that the district consider additional professional development training for support staff, specifically related to dealing with children who exhibit challenging behaviors.</li> <li>2. It is important for the administration to recruit paraprofessionals who have experience with young children.</li> </ol>			

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The team works extremely well together. They respect each other and provide support to each other.</li> <li>2. The team is very child-centered and there is no distinction between children with and without disabilities.</li> <li>3. There is administrative support for the program.</li> <li>4. The team is very experienced and shares their expertise well with each other and parents.</li> <li>5. The whole school accommodates for children with physical disabilities.</li> <li>6. The team provides speech and OT services to children in the community on two levels, speech only and 504 plans. This assists with early intervention and provides a good relationship with the community.</li> <li>7. The kindergarten starts earlier in the school year than the preschool program, so preschool staff assists with the transition.</li> <li>8. Paraprofessionals have been inspired / encouraged to go on to further education.</li> <li>9. The team extends services to home / daycare as needed.</li> <li>10. They offer opportunities for home and daycare staff to take part in training.</li> <li>11. Parents feel supported and included in all activities.</li> <li>12. Scheduling children for class sessions and related services is very flexible. There is a bus with car seats/seatbelts available for children. This service extends to children who come for speech only.</li> <li>13. There is a strong parent volunteer group at the school and when they constructed a new playground for the school, they also included a preschool playground.</li> </ol>	<ol style="list-style-type: none"> <li>1. The staff might want to take a creative look at schedules to avoid missing direct services with students while attending meetings.</li> <li>2. It is recommended the district consider clerical support to ensure that professional staff dedicates their time and skills to provision of direct services to children and implementation of IEPs.</li> <li>3. Although the team is creative in finding some collaboration time, it would be good if a regular meeting time could be arranged.</li> <li>4. Due to a turnover in speech assistants, the district should look at ways to ensure incoming staff is properly trained.</li> <li>5. Plan professional development activities to ensure that staff are fully trained and certified.</li> <li>6. Installing a phone in the preschool room would allow the team to: respond to calls in a more timely manner, provide a more confidential place to communicate with parents and service providers, and allow for time-efficient scheduling of meetings, etc.</li> <li>7. Explore ways for the preschool case managers to have time at the end of the school year to complete paperwork as other teachers do.</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 67	School: BOW ELEMENTARY	Date: 1/12/2006
Programs:	Modified Regular Program	Number of Cases Reviewed: 3
Recorder/Summarizer: School contact- Marti Lawton		

Collaborative Team Members:

Name: Pat Manning	<u>Building</u> Level or Visiting
Name: Meredith Bell	<u>Building</u> Level or Visiting
Name: Stephanie Sweeney	<u>Building</u> Level or Visiting
Name: Marti Lawton	<u>Building</u> Level or Visiting
Name: Theresa Laflamme	Building Level or <u>Visiting</u>
Name: Nancy D'Agostino	Building Level or <u>Visiting</u>
Name: Katherine Merriam	Building Level or <u>Visiting</u>
Name: Amy Hooper	<u>Building</u> Level or Visiting
Name: Amanda Winch	<u>Building</u> Level or Visiting
Name: Julie Charron	<u>Building</u> Level or Visiting
Name: Patricia Serrano	Building Level or <u>Visiting</u>
Name: Marie Wolfe	Building Level or <u>Visiting</u>
Name: Pauline Laliberte	<u>Building</u> Level or Visiting
Name: Lee Ann Michelin	<u>Building</u> Level or Visiting
Name: Julie Gaudette	<u>Building</u> Level or Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

## SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>							
<b>Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</b> <b>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.347(a) (1) (i)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.347 (a) (3) (iii)</b> "To be educated and participate with other children with disabilities and non disabled children"					<b>YES</b>	<b>NO</b>	<b>N/A</b>
Team uses multiple measures to design, implement and monitor the student's program.					3		
IEP goals are written in measurable terms.					2	1*	
Student has made progress over the past three years in IEP goals. Goal 1					3		
Student has made progress over the past three years in IEP goals. Goal 2					3		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					3		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					3		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					3		
Student participates appropriately in state, district and school-wide assessments.					2		1
Student <u>shows progress</u> in state, district and school-wide assessments.					2		1
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					3		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		1
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)						3	
Extension in Place	Lack of Qualified Personnel — Psychologist    Educator Related Services    Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<b><i>For High School Students:</i></b>					<b>YES</b>	<b>NO</b>	<b>NA</b>
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

**Access to the General Curriculum**

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ol style="list-style-type: none"><li>1. There is a sense that staff does not distinguish between students with disabilities and nondisabled children, that “all children are our children”.</li><li>2. IEP goals are aligned with the general curriculum</li><li>3. LIPS (Lindamood Phoneme Sequencing) is taught by the special educator to all students in kindergarten.</li><li>4. “Letterbusters” (parents trained in early literacy) work with the reading specialist.</li><li>5. Parent volunteers are trained to work in classrooms.</li><li>6. Parent training is offered by special educators and the reading specialist; parents make games to take home and use with their children.</li><li>7. The school social worker trained parents in “1,2,3 Magic”.</li><li>8. Art, music, PE teachers work with specialists to tie in to curriculum.</li><li>9. Data - quarterly (Rigby) benchmarks - are used throughout the school.</li><li>10. Special educators do lots of in-class groupings, so there is limited pull out.</li></ol>	<ol style="list-style-type: none"><li>1. The district may want to look for a math program to adopt that uses differentiated instruction.</li><li>2. * Write IEP goals in measurable terms.</li></ol>

\* This is a Citation of Noncompliance

## SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<b><u>TRANSITION STATEMENTS</u></b>			
<p><b>Ed. 1102.53, Transition Services</b> <u>CFR 300.29</u>  <b>Ed. 1107.02</b> <u>CFR 300.132 Part C Transition</u>  <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b>  <u>CFR 300.347 (b) (1) (2)</u> <u>20 U.S.C. 1401 (34)</u>  <u>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</u>  <b>Ed. 1109.03, IEP Team</b> <u>CFR 300.344 (b) (1)</u>  <b>Ed. 1133.05</b> <u>CFR 300.347 (b)(1)(2) Program Requirements</u>                      This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.</p>	<b>YES</b>	<b>NO</b>	
<b>For all students, respond to the following 3 statements:</b>			
Transition planning from grade to grade takes place.	3		
Transition planning from school to school takes place.	2	1 N/A	
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	3		
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
IEP team includes parent as part of transition planning.			
IEP team and process includes student as part of transition planning.			
IEP includes current level of performance related to transition services.			
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>			
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	YES	NO	N/A
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

**Transition**

**Strengths**

1. There is a clearly articulated team process for grade to grade transitions for all children.
2. Good communication is in place between special educators, general educators and parents for planning.
3. Educators work prior to new student arrival to see that environment, materials and presentations are appropriate for that child.
4. Good process is in place for school to school transitions, including: advanced timeline, introductions, visits, and new case manager going to meetings to join the transition team

**Suggestions for Improvement**

When new classes are configured, consider special education; allow a balance of disabled students and nondisabled peers within heterogeneous groups.

## SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>		YES	NO	N/A
<p><b>Ed. 1109.02 Program</b>                      <b>CFR 300.346</b>  <b>Ed. 1119.11 Disciplinary Procedures</b>   <b>CFR 300.519-300.529</b>  <b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>        <b>CFR 300.510-300.529</b>  <b>20 U.S.C. 1415 (K)</b>  <b>Child Management – Private Schools</b>   <b>RSA 169-C Child Protection Act</b></p>				
Data are used to determine impact of student behavior on his/her learning.				3
Has this student ever been suspended from school?				3
If yes, for how many days?				
If appropriate, a functional behavior assessment has been conducted.				3
IEP team has addressed behaviors that are impacting student learning.				3
A behavior intervention plan has been written to address behaviors.				3
All individuals working with the student have been involved in developing behavior intervention strategies.				3
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	1			2
Results of behavior intervention strategies are evaluated and monitored.				3
A school-wide behavior intervention model exists.			3	
<b>Strengths</b>	<b>Suggestions for Improvement</b>			
<ol style="list-style-type: none"> <li>1. School social worker is doing “1,2,3 Magic” program with parents and some staff members.</li> <li>2. Outside behavior specialists are used, as needed.</li> <li>3. There appears to be a strong team effort when dealing with behavior issues. Teachers communicate behavior goals for children and trust each other to follow through. Children know that all staff will treat them with the same rules.</li> <li>4. Much support is being provided to struggling and at risk students, whether with disabilities or not.</li> <li>5. There is strong administrative support for teachers to have the materials and resources they need.</li> </ol>	<p>Make plans for a more comprehensive school wide behavior program model.</p>			

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Partnerships and involvement with parents are strong.</li> <li>2. Evaluations are extended when medical and emotional needs of the student are an issue.</li> <li>3. There is strong community support.</li> <li>4. The school has received a Blue Ribbon award for excellence.</li> <li>5. The “Letter Busting” training is provided to parents, who then work with children.</li> <li>6. There is a strong, well organized parent volunteer training program.</li> <li>7. Student volunteers from high school work with students in grades 1-4 in a reading buddy program.</li> <li>8. Staff has input on a committee regarding staff issues.</li> <li>9. Special education staff provide training to paraprofessionals.</li> <li>10. Special educators are teaching in classrooms to all children.</li> <li>11. Related services provide tremendous support to classrooms- to teachers as well as identified and at risk students.</li> <li>12. Pre-referral process is being designed to support teachers’ use of differentiated education and to provide interventions for all students in need.</li> <li>13. The school social worker is a team builder, has a great partnership with parents and outside agencies, and builds wrap-around teams. She also assists building staff with problem solving and team building.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide more staff development for staff to keep Highly Qualified status.</li> <li>2. Provide financial support for professional development.</li> <li>3. Develop a more consistent schedule for paraprofessional trainings.</li> <li>4. The school has been creative in the use of space, but still needs to provide adequate space for related service providers and testing. Related service providers are taking space away from preschool activities. There is no private therapy space or space to accommodate confidentiality issues.</li> <li>5. There is a lack of space for students who are in behavioral crisis.</li> <li>6. Clerical support for special education staff would allow them to spend more time with students.</li> <li>7. There is a need for another special educator in K-1. Currently, while all other grades have a special educator, one person is responsible for kindergarten and grade 1.</li> <li>8. As the number of students requiring special services increases, the district may want to consider adding another special educator</li> <li>9. Explore the issue of who could be the LEA representative at team meetings. Currently, special education staff are being pulled from direct service duties to serve as LEA rep for other special education staff. Perhaps the Principal or Assistant Principal could serve as LEA rep, or designate staff to fill this role</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 67	School: BOW MEMORIAL MIDDLE SCHOOL	Date: 1/12/2006
Programs:	Modified Regular Program	Number of Cases Reviewed: 2
Recorder/Summarizer: Patricia Kenneally		

Collaborative Team Members:	
Name: Gayle Gardner	<u>Building</u> Level or Visiting
Name: Pauline Laliberte	<u>Building</u> Level or Visiting
Name: Sue Johnson	<u>Building</u> Level or Visiting
Name: Donna Ireland	<u>Building</u> Level or Visiting
Name: Amanda Winch	<u>Building</u> Level or Visiting
Name: Susan Rainier	<u>Building</u> Level or Visiting
Name: Betsy Ciocci	<u>Building</u> Level or Visiting
Name: Bob Stanley	<u>Building</u> Level or Visiting
Name: Tamra Williams	<u>Building</u> Level or Visiting
Name: Joan Hopf	<u>Building</u> Level or Visiting
Name: Jessica Brungot	Building Level or <u>Visiting</u>
Name: Patricia Kenneally	Building Level or <u>Visiting</u>
Name: Barbara Cohen	Building Level or <u>Visiting</u>
Name: Linda Vincent	<u>Building</u> Level or Visiting
Name: Emily Korrell	<u>Building</u> Level or Visiting
Name: Sean Costello	<u>Building</u> Level or Visiting
Name: Adeana Soper and Karin Obolewicz	<u>Building</u> Level or Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

## SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>									
<b>Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</b> <b>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.347(a) (1) (i)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.347 (a) (3) (iii)</b> "To be educated and participate with other children with disabilities and non disabled children"							<b>YES</b>	<b>NO</b>	<b>N/A</b>
Team uses multiple measures to design, implement and monitor the student's program.							2		
IEP goals are written in measurable terms.								2*	
Student has made progress over the past three years in IEP goals. Goal 1							2		
Student has made progress over the past three years in IEP goals. Goal 2							2		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)							2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.							2		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.							2		
Student participates appropriately in state, district and school-wide assessments.							2		
Student <u>shows progress</u> in state, district and school-wide assessments. (State results are not back yet)									2
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.							2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.							2		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)							1	1*	
Extension in Place	Lack of Qualified Personnel — Psychologist    Educator Related Services    Other	Evaluation Not Completed in Time X	Summary Report Not Written in Time	Meeting Not Held in Time	Other – Minutes reflect that more time was needed due to amt of testing.				
<b>For High School Students:</b>							<b>YES</b>	<b>NO</b>	<b>NA</b>
Student is earning credits toward a regular high school diploma.									
<i>IF YES:</i> within 4 years?									
Student will earn an IEP diploma or a certificate of competency.									
<i>IF YES:</i> within 4 years?									
Does this school / district have a clear policy for earning a high school diploma?									

**Access to the General Curriculum**

<b>Strengths</b>	<b>Suggestions for Improvement</b>
<ol style="list-style-type: none"> <li>1. There is collaborative effort by the entire school staff to modify curriculum and materials for students, as needed.</li> <li>2. Pre-teaching has been a very successful strategy, resulting in academic success in the regular education environment. Special educators pre-teach the general education class lesson, so students are more ready to learn the material when it is introduced in the classroom.</li> <li>3. Good collaboration exists between special education staff and general education staff.</li> <li>4. The experience and expertise of the staff is a strength.</li> <li>5. Students participate in extracurricular activities with supports and are accepted by their peers in these activities.</li> <li>6. Classroom and extracurricular activities are designed to provide leadership roles for students with disabilities.</li> <li>7. Special educators provide great support in general education classrooms.</li> <li>8. Weekly team meetings between special educators, general educators and related services providers allow better collaboration and delivery of services to students.</li> <li>9. The special education team is organized and keeps data “reference” sheets on individual students, tracking their work.</li> <li>10. There is strong ongoing communication between parents and staff, including e-mail, quarterly narratives, assignment books and regular meetings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lack of space continues to be a problem for assessment and treatments. This is mentioned above as a significant issue.</li> <li>2. Provide a telephone for special educators, so that staff may make calls in confidence, instead of in the office or teachers’ staff room.</li> <li>3. * IEP goals need to be written in measurable terms.</li> <li>4. * Evaluation team meeting must be held within 45 days of parent permission to test.</li> </ol>

\* This is a Citation of Noncompliance

## SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<b><u>TRANSITION STATEMENTS</u></b>			
<b>Ed .1102.53, Transition Services</b> <b>CFR 300.29</b> <b>Ed. 1107.02</b> <b>CFR 300.132 Part C Transition</b> <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b> <b>CFR 300.347 (b) (1) (2)</b> <b>20 U.S.C. 1401 (34)</b> <b>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</b> <b>Ed. 1109.03, IEP Team</b> <b>CFR 300.344 (b) (1)</b> <b>Ed. 1133.05</b> <b>CFR 300.347 (b)(1)(2) Program Requirements</b> This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
<b>For all students, respond to the following 3 statements:</b>			
Transition planning from grade to grade takes place.	2	YES	NO
Transition planning from school to school takes place.	2		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	2		
IEP team includes parent as part of transition planning.	2		
IEP team and process includes student as part of transition planning.	2		
IEP includes current level of performance related to transition services.	2		
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>			
There is documentation that the student has been invited to attend IEP meetings.			*1
A statement of the transition service needs is included in the IEP.	1		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>			
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.		YES	NO
There is documentation that representatives of other agencies have been invited to IEP meetings.			N/A
Statement of needed transition services is presented as a coordinated set of activities.			N/A
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			N/A
The IEP includes a statement of needed transition services and considers instruction.			N/A
The IEP includes a statement of needed transition services and considers related services.			N/A
The IEP includes a statement of needed transition services and considers community experiences.			N/A
The IEP includes a statement of needed transition services and considers development of employment skills.			N/A
The IEP includes a statement of needed transition services and considers development of daily living skills.			N/A
Student is informed prior to age 17 of his/her rights under IDEA.			N/A
If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

**Transition**

**Strengths**

1. Coordinated Transition planning takes place from grade to grade and from school to school.
2. Related service providers have been consistent from elementary to middle school and from middle to high school, to assist with transition of students. The school social worker and other staff have had a long-term, ongoing relationship with parents as their student moves from grade to grade and from school to school.
3. From building to building careful planning is in place to ensure that students develop supportive relationships with key personnel in their next setting.

**Suggestions for Improvement**

\* Staff need to document that the student, at the age of 14, has been invited to attend his or her team meetings. (Some districts list "student" on the team meeting notice.)

\* This is a citation of noncompliance

## SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>			YES	NO	N/A
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>				
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?		1	1		
If yes, for how many days?		1			
If appropriate, a functional behavior assessment has been conducted.					2
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.					2
All individuals working with the student have been involved in developing behavior intervention strategies.		2			
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2			
Results of behavior intervention strategies are evaluated and monitored.		2			
A school-wide behavior intervention model exists.		2			
<b>Strengths</b>	<b>Suggestions for Improvement</b>				
<ol style="list-style-type: none"> <li>1. Students understand behavior expectations in the building.</li> <li>2. All staff are involved in behavioral approaches (teachers, therapists, school nurse).</li> <li>3. Staff has worked hard to make sure that all students are accepted, regardless of behaviors.</li> <li>4. Staff meets with parents to ensure consistency of behavior plans between home and school.</li> <li>5. The staff uses an individualized approach to address behavioral concerns, which take into consideration a student's strengths and interests.</li> </ol>	<p>There are no suggestions in this area. Keep up the good work!</p>				

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"><li>1. All school staff work well together.</li><li>2. The PALS program, for students who lack social skills, practicing to act and live successfully, is a strength.</li><li>3. The administration is supportive of special education programs and staff and provides resources needed.</li></ol>	<ol style="list-style-type: none"><li>1. As mentioned above, the district needs to explore ways to improve space for special education staff, so they may provide special education required services in appropriate learning or assessment environments.</li><li>2. Provide opportunities for all special educators and related services staff in the district to meet together to develop consistency, communication and collaboration.</li></ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 67	School: BOW HIGH SCHOOL	Date: 1/12/2006
Programs:	Modified Regular Program/ LINKS program	Number of Cases Reviewed: 2
Recorder/Summarizer: Tim Carson and Helene Anzalone		

Collaborative Team Members:

Name: Margaret Brown	<u>B</u> uilding Level or Visiting
Name: Janice Brunelle	<u>B</u> uilding Level or Visiting
Name: Tim Carson	Building Level or <u>V</u> isiting
Name: Helene Anzalone	Building Level or <u>V</u> isiting
Name: Note: There were many people involved in the two case reviews.	Building Level or Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

## SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<b><u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u></b>							
<b>Ed. 1109.01 Elements of an IEP</b> <b>CFR 300.347 Content of IEP</b> <b>Ed. 1109.05, Implementation of IEP</b> <b>20 U.S.C. 1414 (d)</b> <b>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</b> <b>CFR 300.553 Ed. 1119.03, Full Access to District's Curricula</b> <b>CFR 300.24, CFR 300.347</b> <b>Ed. 1119.08, Diplomas</b> <b>Ed. 1107.04 (d) Qualified Examiner</b> <b>Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP</b> <b>Ed. 1133.20 Protections Afforded to Children with Disabilities</b> <b>CFR 300.347(a) (1) (i)</b> ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" <b>CFR 300.347 (a) (3) (iii)</b> "To be educated and participate with other children with disabilities and non disabled children"					<b>YES</b>	<b>NO</b>	<b>N/A</b>
Team uses multiple measures to design, implement and monitor the student's program.					2		
IEP goals are written in measurable terms.					2		
Student has made progress over the past three years in IEP goals. Goal 1					1	1	
Student has made progress over the past three years in IEP goals. Goal 2					1		1
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					2		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					2		
Student participates appropriately in state, district and school-wide assessments.					2		
Student <u>shows progress</u> in state, district and school-wide assessments.					2		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
Was the student's most recent LEA evaluation, including a written summary report and meeting, held within 45 days of parental permission to test? <b>If not, was it due to:</b> (check all that apply)					1	*1	
Extension in Place	Lack of Qualified Personnel — Psychologist    Educator Related Services    Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time X	Other Student initially refused to be tested.		
<b><i>For High School Students:</i></b>					<b>YES</b>	<b>NO</b>	<b>NA</b>
Student is earning credits toward a regular high school diploma.					2		
<i>IF YES:</i> within 4 years?					2		
Student will earn an IEP diploma or a certificate of competency.						2	
<i>IF YES:</i> within 4 years?							2
Does this school / district have a clear policy for earning a high school diploma?					2		

### Access to the General Curriculum

#### Strengths

1. Students with disabilities have access to all the same classes and activities as their non-disabled peers.
2. There are positive parent and case manager relationships, with good communication.
3. The environment is safe and secure.
4. Positive student and case manager relationships are the rule.
5. Overall sufficient services, programs, staffing and materials are in place at Bow High School.
6. There is thorough coordination and case management in IEP development and monitoring.
7. All students currently earn regular diplomas.
8. The addition of a full-time Reading Specialist at Bow High School has been a strength.
9. Dedicated, qualified support staff enhance the provision of special education services.
10. Communication between regular education staff and special education staff is strong.

#### Suggestions for Improvement

1. Enhance reading services for all students, K-12, by using IDEA funding to supplement district funded reading specialists.
2. Provide improved instructional space and technology to facilitate more effective provision of reading, speech and language services.
3. Evaluate the effectiveness of the large class size of the Humanities and American Studies classes for their impact on special needs students' ability to make adequate academic progress in the general education setting.
4. \* Evaluations must be completed within the required timeframes.

\* This is a citation of noncompliance

## SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<b><u>TRANSITION STATEMENTS</u></b>			
<p><b>Ed .1102.53, Transition Services</b> <u>CFR 300.29</u>  <b>Ed. 1107.02</b> <u>CFR 300.132 Part C Transition</u>  <b>Ed. 1109.01, Elements of an IEP (Transition Services)</b>  <u>CFR 300.347 (b) (1) (2)</u> <u>20 U.S.C. 1401 (34)</u>  <u>20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc)</u>  <b>Ed. 1109.03, IEP Team</b> <u>CFR 300.344 (b) (1)</u>  <b>Ed. 1133.05</b> <u>CFR 300.347 (b)(1)(2) Program Requirements</u>                      This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.</p>	<b>YES</b>	<b>NO</b>	
<b>For all students, respond to the following 3 statements:</b>			
Transition planning from grade to grade takes place.	2		
Transition planning from school to school takes place.	2		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
<b>For middle or high school students, <u>also</u> respond to the following 4 statements:</b>			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	2		
IEP team includes parent as part of transition planning.	2		
IEP team and process includes student as part of transition planning.	2		
IEP includes current level of performance related to transition services.	2		
<b>If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:</b>			
There is documentation that the student has been invited to attend IEP meetings.	2		
A statement of the transition service needs is included in the IEP.	2		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		
<b>If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:</b>			
Transition plan, including student's <u>measurable</u> post-high school goals, is in place.	1		
There is documentation that representatives of other agencies have been invited to IEP meetings.	1		
Statement of needed transition services is presented as a coordinated set of activities.	1		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	1		
The IEP includes a statement of needed transition services and considers instruction.	1		
The IEP includes a statement of needed transition services and considers related services.	1		
The IEP includes a statement of needed transition services and considers community experiences.	1		
The IEP includes a statement of needed transition services and considers development of employment skills.	1		
The IEP includes a statement of needed transition services and considers development of daily living skills.			1
Student is informed prior to age 17 of his/her rights under IDEA.	1		
If the student is preparing to graduate this year, there is a summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			1

## Transition

### Strengths

1. Transition planning for students with disabilities is excellent.
2. Coordination and implementation of comprehensive transition services for LINKS program students is very good.
3. There is a plan in place for students who need education beyond age 18 to “graduate” with class, but have diploma held until 21, so necessary vocational/community/career-to-work services can be provided.
4. Excellent vocational/school to career services and opportunities for special needs students are in place; specifically due to the efforts of the current school to career coordinator.
5. The high school staff does a good job of assisting students in the development of self-advocacy skills, as they prepare to transition out of school.
6. Overall transitions from middle school to high school are effective.

### Suggestions for Improvement

Provide more specific pre/post test data for all 8<sup>th</sup> grade students to 9<sup>th</sup> grade teachers, to assist in placement of students.

### SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<b><u>BEHAVIOR STRATEGIES AND DISCIPLINE</u></b>					
<b>Ed. 1109.02 Program</b>	<b>CFR 300.346</b>				
<b>Ed. 1119.11 Disciplinary Procedures</b>	<b>CFR 300.519-300.529</b>				
<b>Ed. 1133.07 (a) (b) (c) (d) (e)</b>	<b>CFR 300.510-300.529</b>				
<b>20 U.S.C. 1415 (K)</b>					
<b>Child Management – Private Schools</b>	<b>RSA 169-C Child Protection Act</b>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
Data are used to determine impact of student behavior on his/her learning.			1		1
Has this student ever been suspended from school?				2	
If yes, for how many days?					2
If appropriate, a functional behavior assessment has been conducted.					2
IEP team has addressed behaviors that are impacting student learning.			1		1
A behavior intervention plan has been written to address behaviors.					2
All individuals working with the student have been involved in developing behavior intervention strategies.					2
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					2
Results of behavior intervention strategies are evaluated and monitored.					2
A school-wide behavior intervention model exists.				2	
<b>Strengths</b>			<b>Suggestions for Improvement</b>		
<ol style="list-style-type: none"> <li>1. The school psychologist at the high school is extremely effective in meeting student needs and collaborating with the staff.</li> <li>2. Administration and guidance personnel are effective in dealing with behavior issues of all students as they occur.</li> <li>3. Individual behavior plans are developed as needed for students to address specific behavior concerns.</li> </ol>			<p>There are no suggestions in this area.</p>		

## SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Overall, the students and parents that the team interviewed are pleased with the special education services provided at Bow High School.</li> <li>2. Communication between special education staff and general education staff is strong.</li> <li>3. Special education students have access to all general education and after school activities.</li> <li>4. Bow High School staff fosters a safe and secure learning environment for all students.</li> <li>5. Special education staff have positive relationships with parents and students, and engage them in the IEP process.</li> <li>6. Transition planning is a strength, involving School to Career Program, school psychologist, guidance counselors, diplomas.</li> <li>7. School Psychologist meets student needs.</li> <li>8. Administration and guidance are effective in dealing with behavior issues as they occur.</li> <li>9. Behavior plans are developed as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider adding staff and services to enhance the high school's ability to provide literacy and numeracy remediation for those students who might require these classes.</li> <li>2. Provide support for improved instructional space for related services (reading and speech), as well as technology for provision of these services.</li> <li>3. Evaluate the impact that large class sizes have on students whose needs require a small group learning environment in order to make progress in the general curriculum.</li> <li>4. Provide more pre/post data for 8<sup>th</sup> to 9<sup>th</sup> grade transition, to more effectively plan for the differentiation of instruction and the possible need for additional programming.</li> </ol>

**VI. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES**

**ADDENDUM**

**Out-of-District File Review**

**SAU #67**

Date: January 12, 2006

Reviewer: Nancy Brogden and Dan Ferreira

<b>ADDENDUM</b> <b>Out-of-District File Review</b>
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SAU # 67

Number of Files Reviewed: Three files were reviewed - one student at Crotched Mountain School, one at Burnham Brook School and one at the Shaker Road School.

**COMMENDATIONS**

The Bow School District is commended for their efforts at providing placements for and monitoring students whose needs require more restrictive programs. The Director of Special Education is in close contact with all out of district placements, and is always exploring ways to bring students to less restrictive placements.

**CITATIONS OF NONCOMPLIANCE**

Ed 1107.01 © and 300.534- Evaluation team composition- Certified teacher in area of suspected disability

It was not evident, in one file, that the evaluation team had a certified teacher in Emotional Disabilities. Also, it was difficult to determine this from the file. We had to contact the school to ask about certification. While the teachers on the evaluation team are usually employed by the out of district placement, it is the responsibility of the LEA to assure that the team is multidisciplinary and includes the correct team members.

# **ADDENDUM**

## **JAMES O. MONITORING PROGRAM**

### **SAU # 67**

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: January 12, 2006

Reviewer: Nancy Brogden

**There are currently no James O. students in the Bow School District.**